

Georgia Southern University Digital Commons@Georgia Southern

National Youth-At-Risk Conference Savannah

Mar 6th, 1:00 PM - 2:15 PM

Using the Cluster Support Team and Multi-Tiered Systems of Support to Provide Wraparound Services in a Large Urban School District

Sarah E. Coffey

Metropolitan Nashville Public Schools, sarah.coffey@mnps.org

Lorraine Stallworth

Metropolitan Nashville Public Schools, lorraine.stallworth@mnps.org

Tony Majors

Metropolitan Nashville Public Schools, tony.majors@mnps.org

Kay Higgs

STARS Nashville, khiggs@starsnashville.org

LeTrecia Gloster

Metropolitan Nashville Public Schools, letrecia.gloster@mnps.org

See next page for additional authors

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/nyar_savannah



Part of the [Accessibility Commons](#), [Applied Behavior Analysis Commons](#), [Social Work Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Coffey, Sarah E.; Stallworth, Lorraine; Majors, Tony; Higgs, Kay; Gloster, LeTrecia; Carter, Yvette; and Ekhtator, Keith, "Using the Cluster Support Team and Multi-Tiered Systems of Support to Provide Wraparound Services in a Large Urban School District" (2018). *National Youth-At-Risk Conference Savannah*. 18.

https://digitalcommons.georgiasouthern.edu/nyar_savannah/2018/2018/18

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in National Youth-At-Risk Conference Savannah by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Presenters

Sarah E. Coffey, Lorraine Stallworth, Tony Majors, Kay Higgs, LeTrecia Gloster, Yvette Carter, and Keith Ekhaton

Using the Cluster Support Team and Multi-Tiered Systems of Support to Provide Wraparound Services in a Large Urban School District



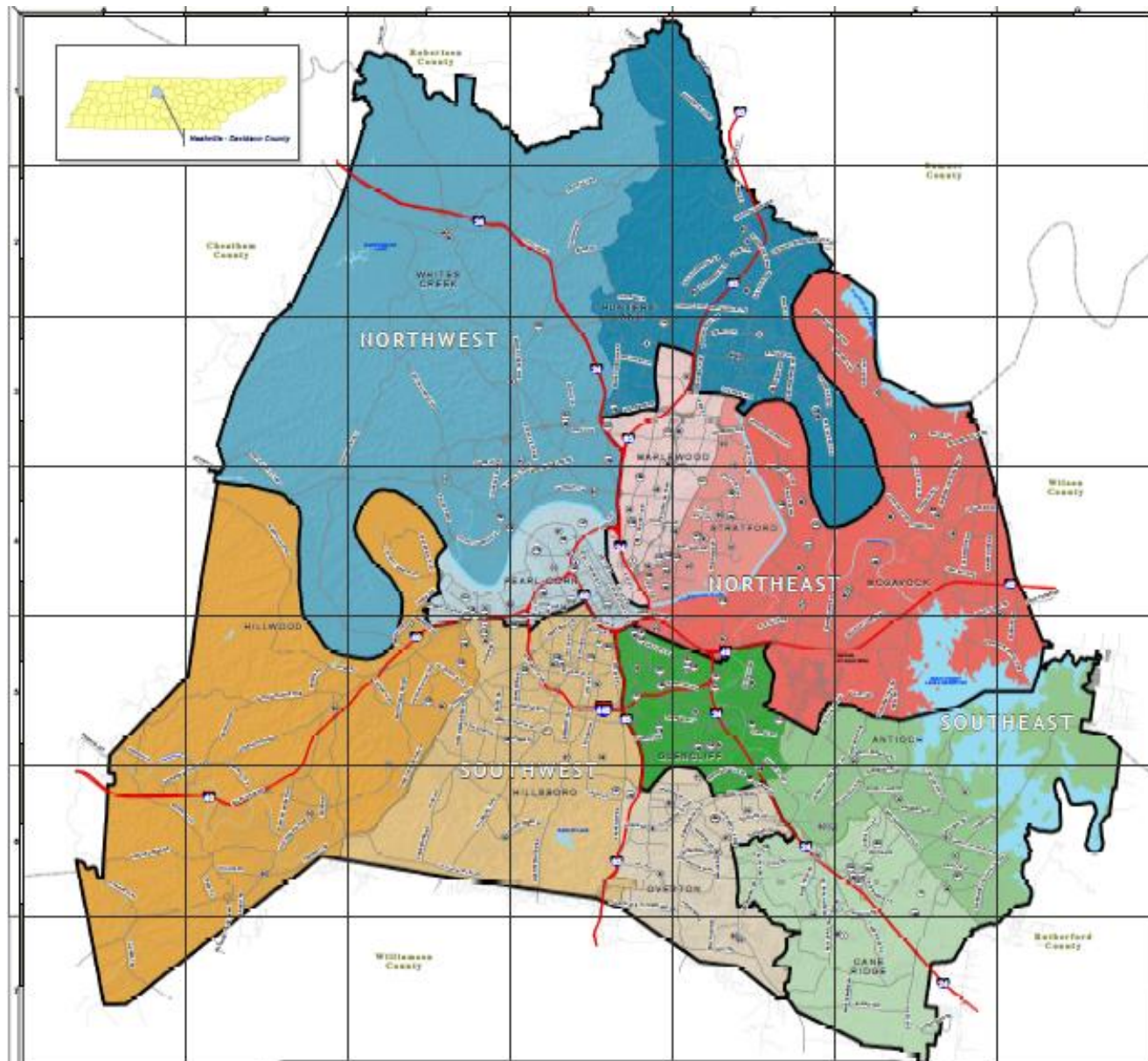
METRO
NASHVILLE
PUBLIC
SCHOOLS

Agenda

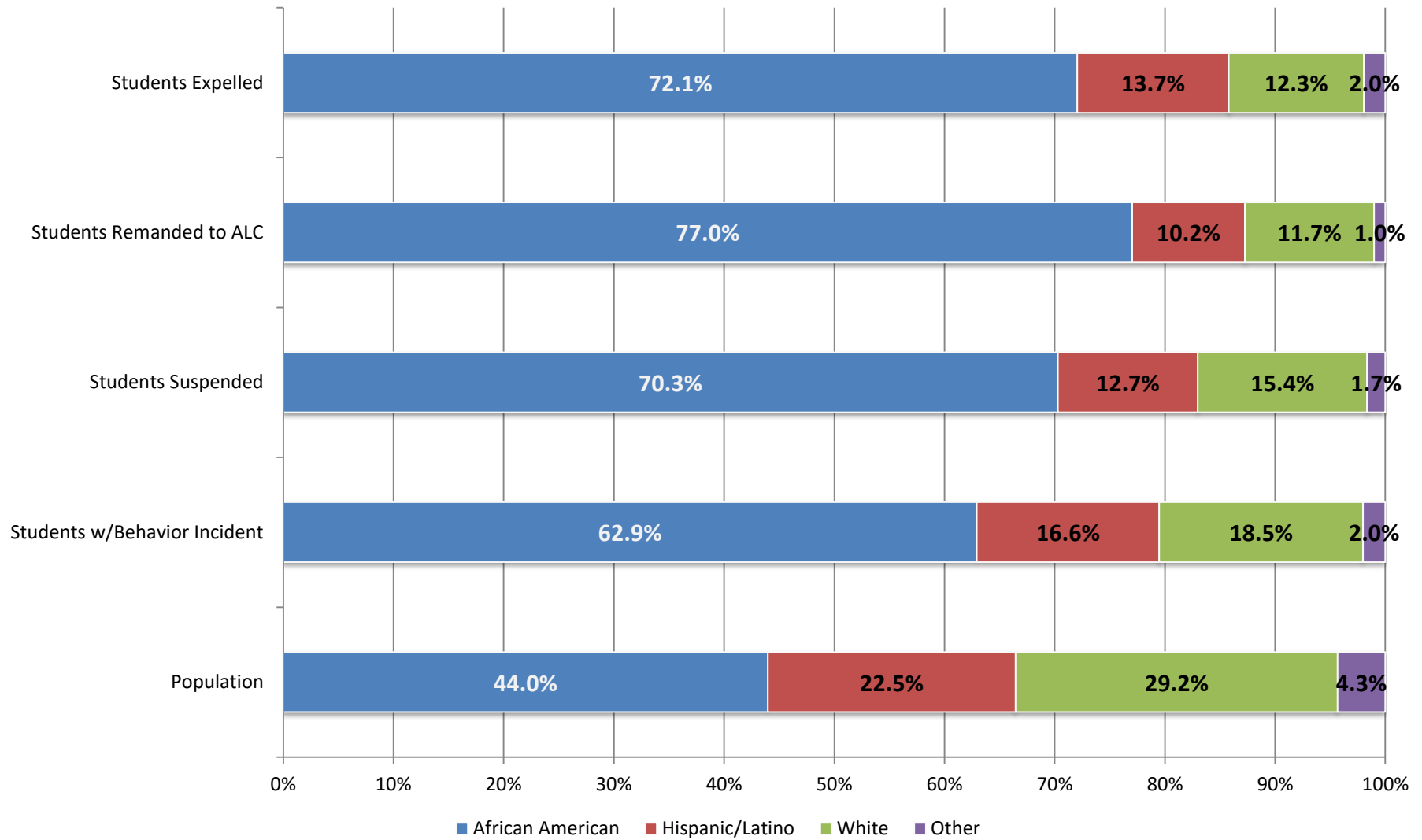
- MNPS Demographic Info
- Multi-Tiered Systems of Support (MTSS)
- Cluster Support Team Model
- Integrating PBIS and Restorative Practices to support schools within Tier 1 framework
- Case Study
- Summary/Questions

Metro Nashville Public Schools

- Second largest urban school district in TN
- Approximately 160 schools and 88,000 students
 - 76% are classified as economically disadvantaged
- Current district emphasizes on culture, social-emotional learning (SEL), and literacy
- Three-tiered models of prevention with systematic ways of identifying and delivering increasingly targeted supports to students who need it
 - Academics
 - Behavior and Social Emotional Learning



2016 - 2017 Discipline Disparity Data



2016-17 Incident and Suspension Data

Behavior Count & Suspension Incident Data		All Students (Active & Inactive)	Behavior Incidents				Suspension Incidents			
			# Behavior Incidents	# Students	% All Students in Subgroup	% All Students w/ Behavior Incident	# OSS Incidents	#Students	% All Students in Subgroup	% All Students Suspended
American Indian	FEMALE	101	37	11	10.9%	0.1%	7	6	5.9%	0.1%
	MALE	94	53	18	19.1%	0.1%	13	9	9.6%	0.1%
Asian	FEMALE	2,247	293	129	5.7%	0.6%	48	37	1.6%	0.4%
	MALE	2,307	706	239	10.4%	1.2%	133	83	3.6%	1.0%
African American	FEMALE	24,431	19,990	5,211	21.3%	25.5%	4,532	2,314	9.5%	26.6%
	MALE	25,284	33,433	7,636	30.2%	37.4%	8,051	3,807	15.1%	43.7%
Hispanic/Latino	FEMALE	12,172	3,191	1,170	9.6%	5.7%	498	342	2.8%	3.9%
	MALE	13,218	7,039	2,210	16.7%	10.8%	1,397	763	5.8%	8.8%
Pacific Islander	FEMALE	62	11	6	9.7%	0.0%	2	2	3.2%	0.0%
	MALE	72	27	11	15.3%	0.1%	9	7	9.7%	0.1%
White	FEMALE	15,656	3,665	1,228	7.8%	6.0%	673	373	2.4%	4.3%
	MALE	17,390	8,402	2,547	14.6%	12.5%	1,815	966	5.6%	11.1%
Total			76,847	20,416			17,178	8,709		

African American females have more OSS related incidents than Latino males.

2016-17 Student Expulsion Data*

Race	Gender	Remanded			Expelled		
		# Students	% of Subgroup	% of All Students	# Students	% of Subgroup	% of All Students
African American	Male	203	0.8	51.8	108	0.4	52.9
	Female	99	0.4	25.3	39	0.2	19.1
Hispanic/Latino	Male	31	0.2	7.9	21	0.2	10.3
White	Male	38	0.2	9.7	20	0.1	9.8

**Subgroups with 10 or fewer students have been excluded.*

Department of Student Support Services

- Under the leadership of Dr. Tony R. Majors

- Approximately 600 staff

- Comprised of:

- Behavior Support Team
- Community Achieves
- Coordinated School Health
- Discipline Services
- Extended Learning
- Restorative Practices
- School Counseling
- School Social Work
- Social Emotional Learning
- STARS
- Trauma Informed Schools
- Truancy Intervention Specialists

Agenda

- ~~MNPS Demographic Info~~
- Multi-Tiered Systems of Support (MTSS)
- Cluster Support Team Model
- Integrating PBIS and Restorative Practices to support schools within Tier 1 framework
- Case Study
- Summary/Questions

What is a Multi-Tiered System of Support (MTSS)?

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, using data-based decision making to empower each MNPS student to exceed great expectations.

METRO NASHVILLE PUBLIC SCHOOLS (MNPS) MULTI-TIERED SYSTEM OF SUPPORT (MTSS)



EXCEEDING
GREAT
EXPECTATIONS

through



**ACADEMICS
(RTI²)**

**BEHAVIOR AND
SOCIAL-EMOTIONAL
LEARNING
(RTI²-B)**

ALL

TIER I

Universal Prevention:
High-Quality Instruction

SOME

TIER II

Interventions targeted to
meet student needs

FEW

TIER III

Intensive
interventions
targeted to meet
student needs

INCREASED SUPPORT FOR STUDENTS

Priority for Year 1:

Ensure that all schools identify and implement a school wide proactive approach.

MTSS in MNPS

- At the end of the 2016-2017 school year, each school was required to choose a Tier 1 Framework to address Behavior and Social-Emotional Learning
 - PBIS, Restorative Practices, or SEL Foundations
- In Summer 2017, all schools were required to send leadership team to be trained in Tier I framework
 - Within 3 years, all faculty/staff should be trained
- Traditionally, MTSS for behavior support should focus on “a tier a year”
 - Year 1 intensive focus on Tier 1
 - Year 2, add structured implementation of Tier 2
 - Year 3, add structured implementation of Tier 3

MTSS in MNPS

	PBIS	Restorative Practices	SEL Foundations
Elementary	26	12	33
Middle	6	14	8
High	3	9	4

In addition to the Tier 1 model that each school will begin implementing in the fall of 2017, each Principal identified 2-4 supplemental trainings based on the needs of their students and community.

MNPS Continuum of Case Management Services

Tier 1 Frameworks

- PBIS
- Restorative Practices
- MT Foundations

In extreme situations (for example, a student expressing suicidal thoughts), a student can go directly from Tier 1 to Tier 3.

School Counselor receives and reviews referral. Then the counselor will determine the appropriate level of intervention within 3-5 days for non-emergency situations.

Questions to Consider

1. Can a Tier 2 social emotional or behavioral intervention such as short term skill instruction (small groups) or self-monitoring instruction improve concerns for the student?
2. Is a referral to an outside agency or community resource needed?
3. Are long term individual in-school counseling AND/OR individualized behavior supports needed (Tier 3)?

Tier 2 Interventions

- Student is referred to one of the following:
- School Counselor
 - School Social Worker
 - Mentoring Program
 - Community Provider
 - (TAMS, Big Brothers/Big Sisters, etc.)
 - School Based Providers
 - (MHC, Wanderlief, ~~Crossings~~, etc.)

Primarily are Tier 3 students, but will work with Tier 2 students if students the following behaviors are exhibited:

 - Anxiety
 - Depression
 - Attention Problems
 - Disruptive behavior

Acute/Situational Concerns or Circumstances

Potential Long Term Mental Health Concerns

Tier 3 Interventions

Student is referred to SCHOOL SOCIAL WORKER if:

- Student is uninsured or has commercial insurance
- Student needs clinical intervention for acute mental health concerns
- Student has had CPS involvement
- Student has professional working relationship with social worker
- There is a waitlist for school based mental health services
- Student has substance needs

Tier 3 Interventions

Student is referred to a Behavior Analyst if:

- Tier 2 interventions have been implemented but are not successful
- The 3-Year process is being utilized (or will be initiated)
- Behaviors are a danger to self or others, highly work interfering, or highly socially stigmatizing

Tier 3 Interventions

Student is referred to SCHOOL BASED PROVIDER (counselor, MHC, ~~counselor~~, etc.) if:

- Student has life care insurance
- Student has a diagnosis, previous hospitalizations, and/or CPS involvement
- Requiring multiple crisis calls, or multiple serious academic, behavioral or social emotional concerns that may constitute a chronic condition that has not responded to Tier 1 or Tier 2

Agenda

- ~~MNPS Demographic Info~~
- ~~Multi-Tiered Systems of Support (MTSS)~~
- Cluster Support Team Model
- Integrating PBIS and Restorative Practices to support schools within Tier 1 framework
- Case Study
- Summary/Questions

Cluster Support Team (CST) and Wraparound Supports

- Each cluster is supported by a Cluster Support Team, which includes:
 - Behavior Analyst
 - School Social Workers
 - Restorative Practice Specialist
 - Truancy Intervention Specialist
 - Community Achieves
 - School Counselors
- Some schools have partnerships with outside agencies to provide additional support
 - STARS is one of 4 agencies that partner with MNPS
 - Mental Health organizations
 - Other: Communities In School
- Schools can request support for students using the Collaborative Referral process

Collaborative Referral

The MNPS Collaborative Referral Form should be completed when:

- A student exhibits behaviors that interrupt learning and are resistant to Tier 1 interventions
- A student has a documented condition that could benefit from individual counseling
- A student has a personal, social, family, etc. need that could benefit from additional support/intervention, including but not limited to individual counseling, group counseling, mentoring, etc.
- A student/family has subsistence needs
- A student currently receiving services moves from one provider to another (i.e. School Social Worker recommends Mental Health Provider, Why Try Group to individual counseling)

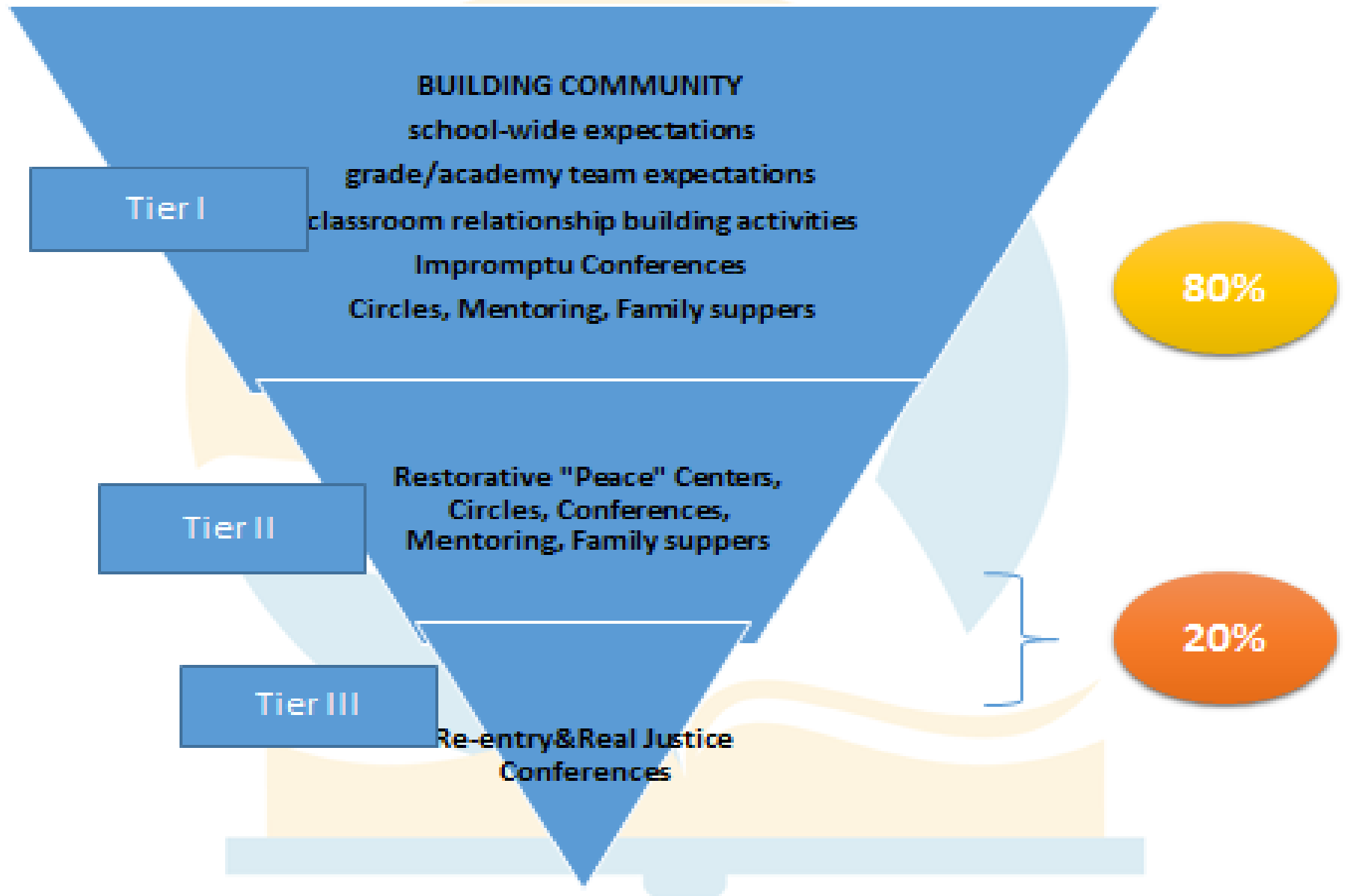
Supports Provided: Behavior Support Team

- **Primary Interventions (Tier I):** Coach schools on the development of school-wide primary level interventions, often as part of a Positive Behavior Intervention and Support framework. These supports include:
 - Primary Plan Check-Ups (whole classroom management consults)
 - School-wide trainings regarding classroom management, de-escalation strategies, etc
 - Assisting schools with the development or refinement of a comprehensive school-wide behavior plan
- **Secondary Interventions (Tier II):** Offered to students who are part of a group of students identified throughout the school as needing additional supports beyond what is offered at Tier I
 - Check-In/Check-Out, Self-Monitoring, Behavior contracting, token economies, facilitation of setting up social skills groups

Supports Provided: Behavior Support Team

- **Tertiary Interventions (Tier III):** Multi-component interventions for students whose behaviors are high intensity and/or high frequency where a functional behavior assessment (FBA) and behavior intervention plan (BIP) are warranted.
 - Safety Plans
 - Functional Behavior Assessment
 - Behavior Intervention Plan

Supports Provided: Restorative Practices



Timeline for School-wide Restorative Practices Implementation

Summer 2017	Executive Principal complete RP training
Year 1	<ul style="list-style-type: none"> • Administrative team work with RP Specialist on completing the Implementation Checklist • Hire Restorative Practices Assistant (RPA) • Training of Leadership team (admin.staff, teachers, support staff) • Provide RP overview to entire school • Begin initial work on School-wide Implementation Plan
Summer 2018	<ol style="list-style-type: none"> 1. Staff Training: <ul style="list-style-type: none"> • On site • Through Performance Matters (School Net) 2. Completion of School-wide Implementation Plan
Year 2	<ul style="list-style-type: none"> • School wide Implementation • RPA assist teachers with implementation in the classroom • Tweak School-wide plan • Evaluate implementation at the end of each Semester • Send New Staff to RP training
Year 3	Continue to refine and expand implementation

The 4 P's



Person the way each individual (teacher, principal, counselor, support staff, parents) interacts with others in the school community and how that interaction has an impact on relationships

Place the environmental conditions and factors that affect how individuals interact with one another

Practice opportunities for educators to prevent conflict, resolve harm, challenges, and create chances for relationship growth

Plan a school community's plan for making restorative practices a regular part of school culture



Supports Provided: School Counselors

- Plan a school counseling program that includes student's academic, career and personal/social development.
- Advocate for high academic achievement and emotional growth of all students.
- Support the implementation of school-wide SEL prevention and intervention initiatives.

Supports Provided: School Counselors

- Provide short-term individual and small group counseling based on student needs.
- Consult with parent's regarding student's social and academic needs.
- Facilitate Second Step Social Emotional Classroom Curriculum.

Supports Provided: School Social Workers

- Provide individual, group and family counseling
- Coordinate support groups during the day
- Assist parents/guardians in communicating with school personnel

Supports Provided: School Social Workers

- Connect families with community resources and services
- Facilitate “Why Try” student groups
- Provide support to students and staff when student deaths or other trauma occur

Supports Provided: STARS Counselors

- Provide school-based prevention, intervention and aftercare support services to staff, students and families
- Assist students in achieving academic and social success by promoting healthy development
- Reduce barriers to learning
- Reduce risk factors
- Build upon strengths
- Promote protective factors
- Increase asset development and foster resilience



Supports Provided: STARS Counselors

SAP counselors are on-site to provide:

- Prevention education
- Individual and small group counseling
- Collaboration with faculty members to address student's social and emotional issues
- Referrals to other providers, as needed
- Interventions provided for at-risk students:
 - Substance misuse
 - Teen pregnancy
 - Violence and bullying
 - Academic failure
 - Truancy/suspension/expulsion
 - Various social and emotional issues, etc.



stars
innovative. proven. compassionate.

Supports Provided: STARS Counselors

Results from STARS involvement include:

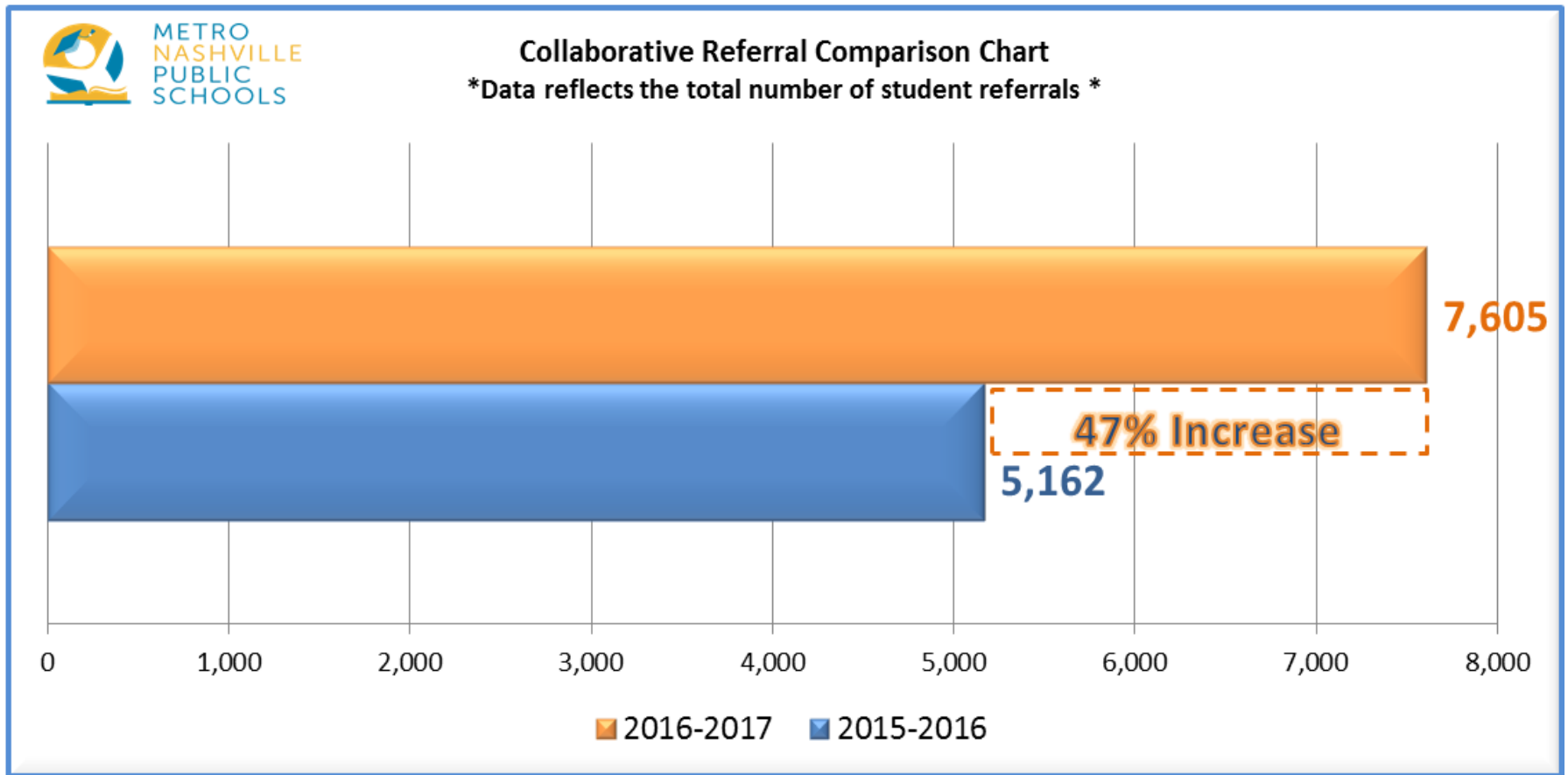
- Improved social and emotional skills
- Increased school attendance and grades
- Increased attachment to school and community
- Increased individual resilience
- Reduced suspensions, expulsions, bullying, violence and substance misuse



Supports Provided: Truancy Intervention Specialists

- Parents/guardians of truant students are notified of the Compulsory Attendance Law and that their child is in violation of the law
- Conduct home visits and attempt to identify roadblocks to attendance and potential solutions
- File petitions with juvenile court as needed

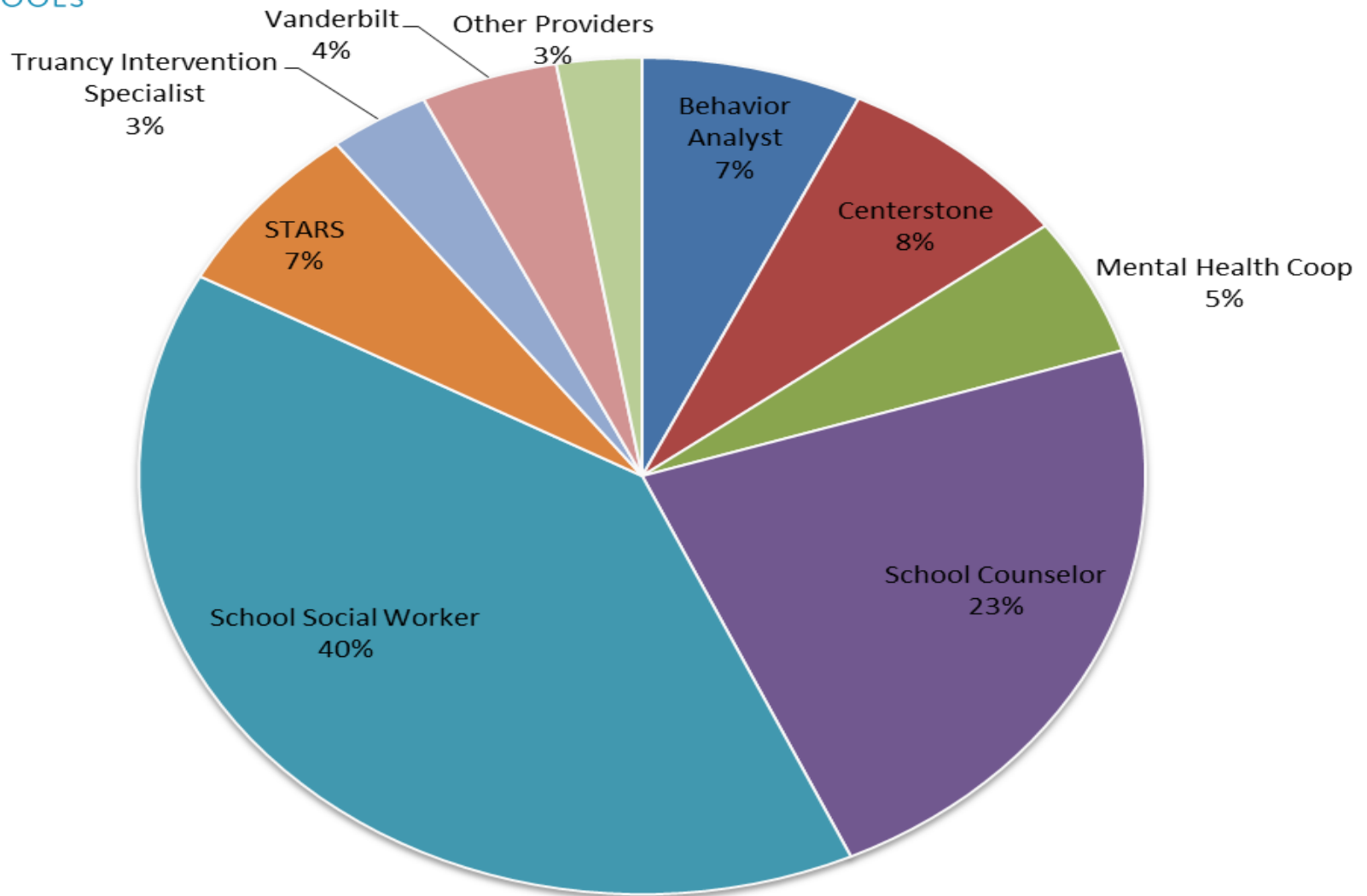
Collaborative Referral Data





METRO
NASHVILLE
PUBLIC
SCHOOLS

2016 -2017 Distribution of Collaborative Referrals *7,605 Referrals*



METRO NASHVILLE
PUBLIC SCHOOLS

Agenda

- ~~MNPS Demographic Info~~
- ~~Multi-Tiered Systems of Support (MTSS)~~
- ~~Cluster Support Team Model~~
- Integrating PBIS and Restorative Practices to support schools within Tier 1 framework
- Case Study
- Summary/Questions

Integrating PBIS and Restorative Practices

- School team attends intensive full day workshop
 - 5-10 team members, including administrator
 - Other team members typically include: counselor, dean, Gen Ed teachers from various grade levels, EE teacher, Related Arts teacher
- Team leaves workshop with detailed action plan
- Intensive, individualized, ongoing follow-up from Behavior Support Team and Restorative Practices Specialists to assist school teams with roll-out and implementation

Integrating PBIS and Restorative Practices

- Data dive
 - Look at discipline data
 - Evaluate current supports by tier
- Establishing positively stated rules/expectations
 - Emphasize Restorative Practices for creating positive school and classroom culture
- Addressing appropriate behavior
 - Focus on building community
 - 4:1 ratio of Positive statements to reprimands/prompts

Integrating PBIS and Restorative Practices

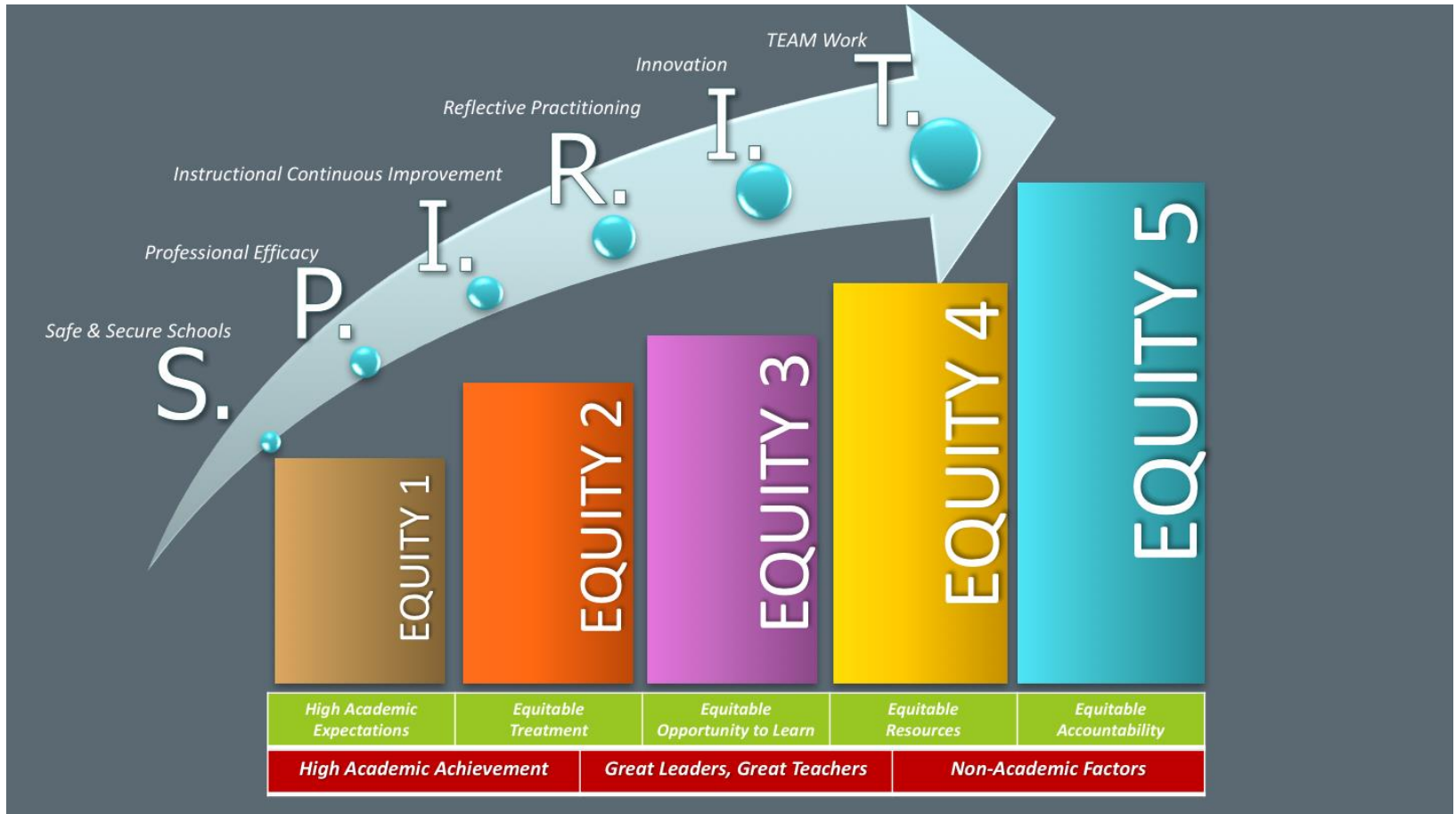
- Troubleshoot problem areas
 - List problems and potential solutions for problem areas/times of day (e.g., hallways, cafeteria, arrival/dismissal, restroom)
- Consistent, systematic system for addressing problem behaviors
 - Classroom-managed vs. restorative center vs. admin-managed
- Appropriate consequences
 - Consequences for classroom-managed behaviors
 - Use of Restorative Center
- School-wide safety plan
 - Plan for how to respond when students are engaging in behaviors that are a danger to self/others

Agenda

- MNPS Demographic Info
- Multi-Tiered Systems of Support (MTSS)
- Cluster Support Team Model
- Integrating PBIS and Restorative Practices to support schools within Tier 1 framework
- Case Study
- Summary/Questions

Case Study

SCHOOLS OF INNOVATION



Elementary School Example

How to
implement

Theory of Action

Attendance

- Increase parent/school relationships
- Provide incentives for attendance
- Institute case management process for chronically absent students

Literacy

- Provide high quality texts and curriculum
- Support implementation and instructional practice
- Develop literacy capacity of leadership team

Mathematics

- Develop teacher standards knowledge
- Support teacher's instructional practice around implementation
- Expand leadership team roles to support mathematics instruction

February Benchmark

Chronic Absenteeism	Literacy	Mathematics
26% of students are at-risk for being chronically absent 9% of students currently meet state definition of chronically absent (severe)	43 students met/exceeded projected growth (30.1%)	55 students met/exceeded projected growth (38.5%)

Highlight: Community Achieves

Using Community Partnerships & Programs to support School Improvement

- Attendance:
 - HERO program: supporting 71 families experiencing homelessness
 - Services provided: case management, mental health, transportation, basic needs resources
 - Seeing success: Mobility Rate: 14/15 – 74%, 15/16 – 62%, 16/17 – 55%
 - Enrichment Programming (140 students): 94.95% Daily Attendance Rate (Baseline: 91.83%)
 - Mentorship Programs (71 students): 95.1% Daily Attendance Rate (Baseline: 91.83%)
 - Before/AfterCare: 20 scholarship spots used to target chronically absent students
- Academic Support
 - Reading Clinic: Serving 85 students. 90% of students showed growth, average growth: four levels
 - Math Tutoring: serving 14 4th grade scholars in the 1st quintile (MAP)
 - Partnerships with Boys and Girls Club, Cheatham Place Community Center and Women's Rescue Mission

Agenda

- MNPS Demographic Info
- Multi-Tiered Systems of Support (MTSS)
- Cluster Support Team Model
- Integrating PBIS and Restorative Practices to support schools within Tier 1 framework
- Case Study
- Summary/Questions

Summary

- MNPS is in first year of full MTSS roll out
- Cluster Support Team provides wraparound services to address a variety of needs
 - Behavior, environmental circumstances (e.g., death, home issues, loss of housing), truancy, mental health, social skills
- One elementary school is utilizing a variety of supports through the department of Student Support Services to improve attendance, behavior, and academics

QUESTIONS?